

New Senior Secondary Liberal Studies

An Overview



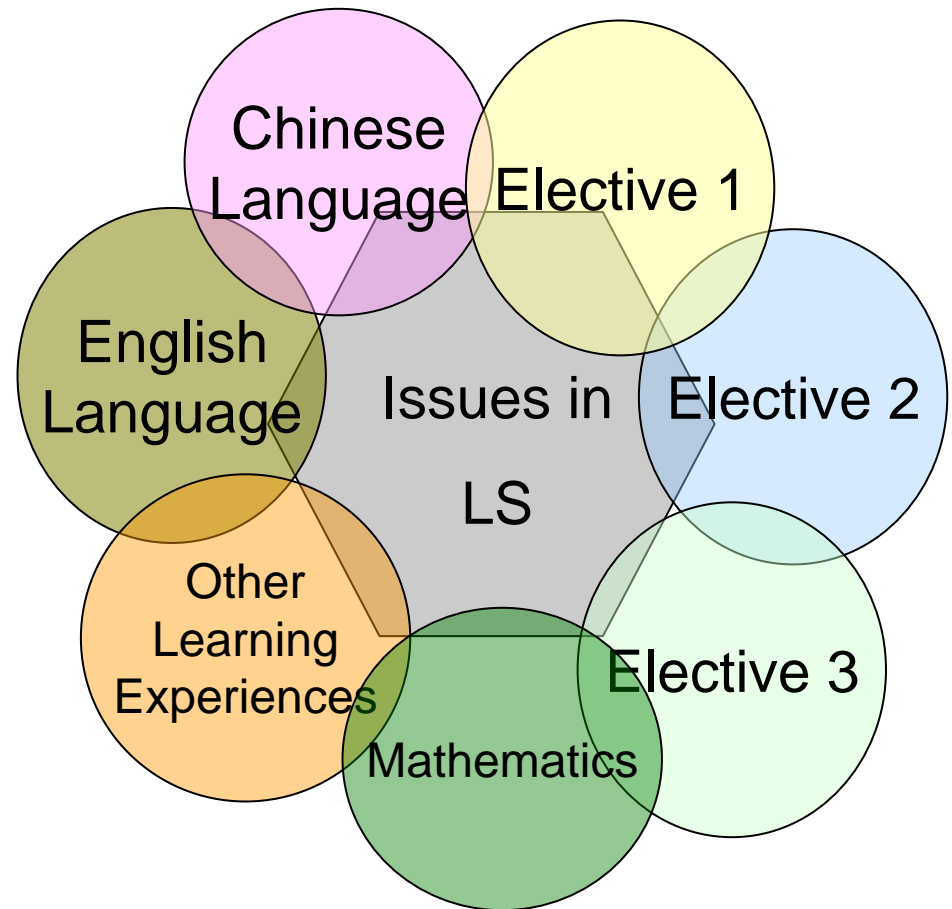
FOUNDED 1851

ST. PAUL'S COLLEGE 334

Position of NSS LS

LS helps students :

- **A:** deepen their **awareness** of contemporary issues, and develop positive values
- **B: broaden** their knowledge base and perspectives
- **C: connect** knowledge of different disciplines and strengthen their **critical thinking skills**



Curriculum Aims

- a) To enhance students' understanding of themselves, their society, their nation, the human world and the physical environment
- b) To enable students to develop multiple perspectives on perennial and contemporary issues in different contexts (e.g. cultural, social, economic, political and technological contexts)
- a) To help students become independent thinkers so that they can construct knowledge appropriate to changing personal and social circumstances

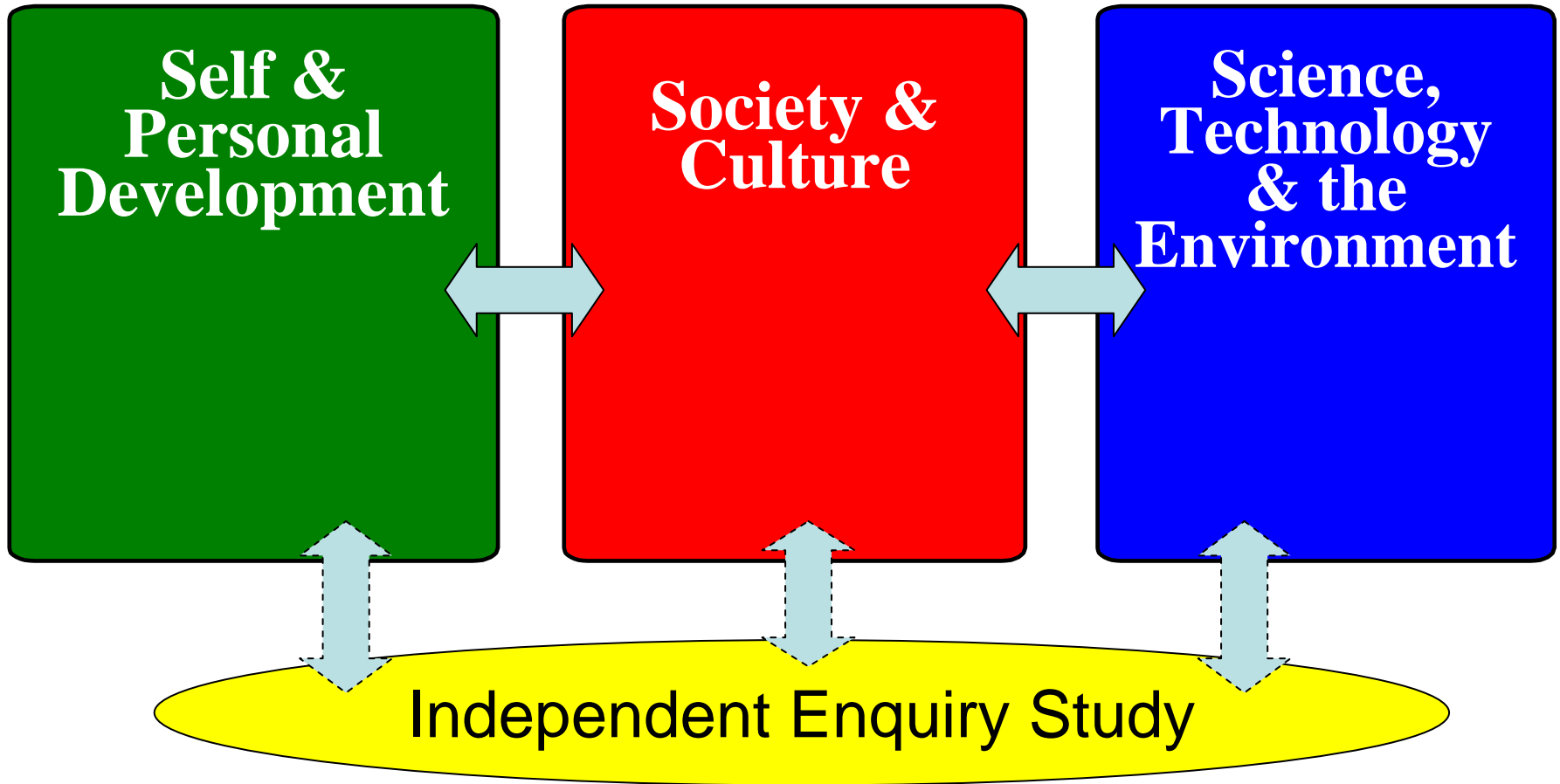


Curriculum Aims (cont'd)

- d) To develop in students a range of skills for life-long learning, including critical thinking skills, creativity, problem-solving skills, communication skills and information technology skills
- e) To help students appreciate and respect diversity in cultures and views in a pluralistic society and handle conflicting values
- f) To help students develop positive values and attitude towards life, so that they can become informed and responsible citizens of society, the country and the world



Curriculum Framework



| <p style="text-align: center;">Areas of Study</p> | <p style="text-align: center;">Independent Enquiry Study (IES)</p> |
|---|---|
| <p>Self & Personal Development</p> <p>M. 1: Personal Development & Interpersonal Relationships</p> <p>Society & Culture</p> <p>M. 2: Hong Kong Today</p> <p>M. 3: Modern China</p> <p>M. 4: Globalization</p> <p>Science, Technology & the Environment</p> <p>M. 5: Public Health</p> <p>M. 6: Energy Technology & the Environment</p> | <p>Students are required to conduct an IES making use of the knowledge and perspectives gained from one or more Areas of Study and extending them to new issues or contexts. To help students develop their IES titles, the following themes are suggested:</p> <ul style="list-style-type: none"> ➤ Media ➤ Religion ➤ Art ➤ Education ➤ Sports ➤ Information and Communication Technology |

Self and Personal Development



| Themes | Key Questions for Enquiry |
|--------------------------------|--|
| 1. Understanding oneself | What challenges and opportunities does a person have during adolescence? |
| 2. Interpersonal relationships | What interpersonal factors facilitate adolescents to reflect upon and prepare for the transition to adulthood? |

Hong Kong Today



| Themes | Key Questions for Enquiry |
|--|--|
| 1. Quality of life | Which directions might be chosen in maintaining and improving Hong Kong residents' quality of life? |
| 2. Rule of law and socio-political participation | How do Hong Kong residents participate in political and social affairs and come to grips with rights and responsibilities with respect to the rule of law? |
| 3. Identity | How are the identities of Hong Kong residents developed? |

Modern China



| Themes | Key Questions for Enquiry |
|----------------------------------|---|
| 1. China's reform & opening-up | What impact has reform and opening-up had on the overall development of the country and on people's life? |
| 2. Chinese culture & modern life | With respect to the evolution of concepts of the family, what kind of relationship between traditional culture and modern life has been manifested? |
| | To what extent are traditional customs compatible with modern Chinese society? |

Globalization



| Theme | Key Questions for Enquiry |
|---|---|
| Impact of globalization and related responses | Why do people from different parts of the world react differently to the opportunities and challenges brought by globalization? |

Public Health



| Themes | Key Questions for Enquiry |
|--|---|
| 1. Understanding of public health | How is people's understanding of disease and public health affected by different factors? |
| 2. Science, technology and public health | To what extent does science and technology enhance the development of public health? |

Energy Technology & the Environment



| Themes | Key Questions for Enquiry |
|--|--|
| 1. The influences of energy technology | How do energy technology and environmental problems relate to each other? |
| 2. The environment and sustainable development | Why has sustainable development become an important contemporary issue? What is the relationship between its occurrence and the development of science and technology? |

Three stages of the IES

Stage 1

- Selection of study area / theme
- Collection of background information
- Confirmation of the question for enquiry
- Design of work plan and schedule



Three stages of the IES

Stage 2

- Collection of data / other kinds of information
- Organisation of data / other kinds of information



Three stages of the IES

Stage 3

- Analysis of data / information
- Evaluation of different points of view
- Presentation of IES results, amendments according to feedback
- Writing up of study report, adoption of suitable ways to show the results of the study



Public Assessment



**Paper 1: Data-response questions
(50%)**

**Paper 2: Extended-response
questions (30%)**

**School-based assessment:
IES (20%)**